

the Presbyterian missionary board and is now in America to learn the English Language; who said, in his broken way, that he believed in baptism by immersion, I asked him what made him believe it. He said, "because the Bible says it." I was struck with the truth that God's word taught in its simplicity would be eagerly received by the untutored natives, if one can get that understanding taught; otherwise the rest will surely receive it if taught its correct meaning.

The last commandment God gave was, "Go ye therefore and make disciples of all nations." Matt. xxviii, 19 R. V. This commandment is given with as much meaning as the commandment on baptism or any other commandment, and if we do not obey it are we not in danger of, "Whosoever therefore shall break one of these least commandments?" etc. Matt. iii, 19. We cannot plead ignorance on the subject, nor can we claim poverty; for if we are as consecrated a Brotherhood as we claim to be, means will not be a hinderance. I hope and pray that we may keep abreast with the great missionary movement of this Christian age. That we will not come up to God with almost empty hands. Many C. E. societies send money to educate natives in the missionary schools for service in Christ's army. If we have no young people who will train themselves to go we could become useful in this way.

But if we can do nothing in this yet, there is surely nothing to prohibit an active home mission. The time affords unparalleled advantage for great gatherings in this country. When there is a depression in business there is an uprising of the Spirit. Our missionary boards and all connected with them should be very active and not allow this advantage to pass by unused. All our evangelists should be kept steady at work. The best way to encourage them is for the churches to send in large contributions to the boards. Do not let the times effect your gifts, sacrifice your luxuries rather than your gifts to God. At one single collection in the Detroit convention they raised \$3300 and that from students who need all their limited

means and generally leave college in debt. But God works wonders through those who really love Him. Are you not willing to go or send something to win the world for Christ?

NATURE OF CHILDREN.

BY O. O. OLIVER.

He is not a real teacher who does not understand the minds with which he must deal. "The only efficient director of moral and intellectual action is the one who understands the true nature of the minds he is guiding." The Sabbath school teacher should have a clear knowledge of the powers of mind; of the stages of mind development; of the laws of mind development; of the present state of development of the minds to be taught; and of the nature of children. A teacher who is possessed of this knowledge can make a true estimate of what children can grasp and appreciate and how much. He will appeal to the powers of mind already active; will make use of the best methods of imparting knowledge. The Sabbath school teacher should be possessed of all this knowledge and more, but that of which we shall speak in this article, is the nature of children.

Too little attention is given the study of child-nature. Public school teachers study the children as carefully as they do their books. If this is needful in the teaching of the common school, it is still more needful in the Sabbath school, for "the more valuable the seed the greater should be the care in sowing it." To sow intelligently the teacher must know the nature of the soil. One great advantage, too, is that the teacher keep a fresh memory of his own childhood. The teacher must acquaint himself with the educational, and moral wants (appetites) of children that he may know what intellectual, or moral food to select that he may supply those wants.

There is an inquisitiveness (curiosity) planted in the child's mind as a kind of mental appetite (desire to know.) It is this desire to know that makes progress possible. The inquisitiveness of children should not be discouraged but directed into proper channels. Children are communicative. When

the child's mental wants are supplied with the proper knowledge, it is ready to impart this to others. In communicating its knowledge it benefits itself as well as those to whom the knowledge is communicated. They are affectional. A child is entirely innocent prior to any actual transgression. "Their affections may become corrupted and thus carry mildew into the very soul." A child's guilt is measured by its capacity for sin, and by the advantages it has enjoyed for cultivating that capacity. Hence, a reasonable conclusion would be that actual transgression is, (measurably) the product of mismanagement. A child is unsuspecting and, from this reason, is very easily imposed upon. Deception is learned readily by it. Children are passionate and perverse. This is usually more observable in children of a sensitive nature than those of a dull and morose disposition, hence due allowances should be made for these proclivities. There is a natural dependence children possess, which renders the natural inclinations more or less subject to wholesome restraints. "They are dependent by virtue of their natural helplessness, and they are like-wise, by nature, a trusting and confiding creature." This renders them easily incited either to good or to evil. Later in childhood the religious tendencies are strong; but the world and sensual pleasure usually invite, and the will is frequently too feeble to resist the invitation. "Children are susceptible either to good or to evil impressions." They have a strong imitative nature. Their plays and their ways are usually an imitation of something they have heard or seen. They are always trying to follow copy. Teachers, set good copies (examples) for your pupils to copy. Let all your words actions and deeds be worthy of imitation. Remember the example of a pure and noble life is the most potent agent in the moulding of good character. "It is right for the children to be taught by precept the advantages of good habits, strict integrity, and untiring industry, but that teacher is unworthy his high calling who does not by the purity of his life inspire in the minds of the young high aims and lofty ideals of manhood and womanhood."

A toleration and forbearance for the